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ABSTRACT

This report discusses the growth of videocassette recorder (VCR) technology and its use by Turkish audiences, and attempts to analyze both the socioeconomic background and video viewing habits of a target population. The first of two sections provides information on video technology and its use through a review of relevant literature, including a comparison of television and video viewing, the growth of video technology in Turkey, video clubs, and distribution systems for VCRs and videotapes. The second section reports the results of a survey of a target audience in the city of Eskisehir consisting of parents, children 15 years or older living at home, and patrons of public places where video programs are shown. The questionnaire was designed to obtain information on the socioeconomic background of the respondents; where, when, and why they watched video programs; the types of programs watched; behavioral effects from watching video; the effects of watching video on children, adults, family relationships, and the relationship of the viewers to other mass media; and the effects on children of playing video games as compared with the playing of other more traditional games. The results of the survey are reported, as well as conclusions regarding the role of video technology in Turkish society. A primary focus of the study is the potential of video technology to provide opportunities for communication as one of the fundamental human rights. A copy of the questionnaire is appended. (47 references, of which 5 are in English) (EW)

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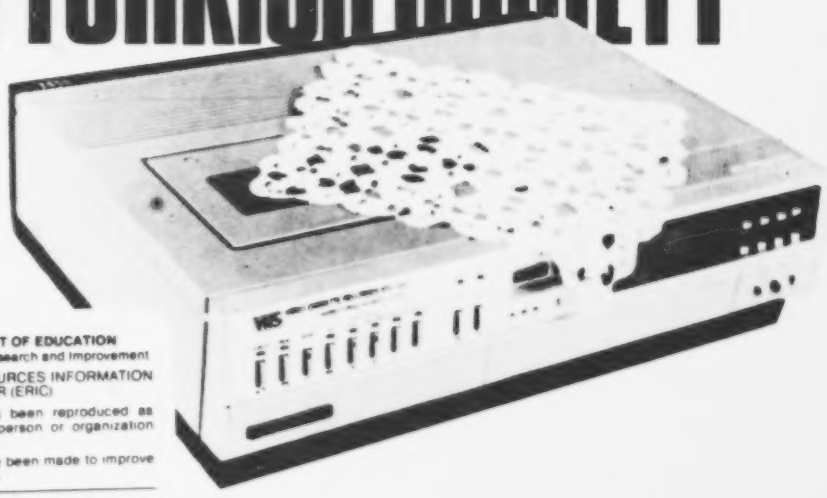
THE EXAMINATION OF VIDEO AS MASS MEDIA IN TURKISH SOCIETY



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Summary of the Final Report

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Edited by: W.R. Leek and M.S. McIsaac

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This is a summary of the study which was completed in 1985, under a grant from the Council of Europe's Directorate of Human Rights.

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PROPOSAL

1.1. PROBLEM

Communication satisfies a basic human need. There are several ways this need can be met. One method is to provide people with access to various media through which they can communicate their ideas. While the use of communication media solves some communication problems, it creates new ones as well. The cost of the medium as well as the communication of foreign social and cultural customs are among those problems which create barriers in using mass communication media in developing countries such as Turkey.

Video, one specific mass medium, has been introduced and has become very popular in Turkey in the last 3 or 4 years. It provides vast opportunities for communication, but also has inherent problems such as those previously mentioned. Although these problems can be found in other mass media, such as cinema and radio, video as a new technology in Turkey has not received critical attention. In addition, there are a number of problems specific to video which are unique to it and without which the medium cannot be fully utilized for maximum benefit. Unless these problems are addressed, they will continue to undermine the unique benefits which video communication can offer to Turkey's development. A further discussion of the problem follows:

a. Cost

As we have stated, communication satisfies a basic human need. Video is a popular medium in Turkey. However, for Turkish people to avail themselves of this opportunity requires the purchase of expensive equipment. Among the necessary equipment is a television receiver, a video player, and the purchase or rental of video cassettes. This equipment is far too expensive for the majority of the Turkish people to comfortably afford.

b. Passive Entertainment

The illiteracy rate in Turkey is very high. There are programs in the classroom to teach reading and writing skills. There is an opportunity for the media to challenge viewers with its programing. The video medium in Turkey offers only passive entertainment without the benefit of analysis and discussion of the programs. This simple form of entertainment provides little benefit in a developing society.

c. Culture

Video presentations in Turkey are often produced in other countries and imported. Although there is undoubtably benefit from exposure to different cultures, the type of programs available to Turkish audiences are not enlightening or challenging to the viewer. There is no opportunity for cultural reactions through the use of such a passive form of entertainment.

d. Technology

Turkey has not placed a high enough priority on developing the technology to produce videotapes for Turkish audiences. Therefore, video players and cassettes must be imported. This adds to an already existing negative balance of trade.

e. Content Quality

Video programs are imported, voices dubbed, and the cassettes distributed by private Turkish companies. The one channel Turkish television is controlled by the Turkish government. However, the government has not established policy for the content or quality of video programming. When video is compared to other mass media, the quality of the programming is often adversely criticized. Proponents of video claim that it offers an alternate entertainment opportunity to viewers. But the alternative is limited to that selection offered by the video importers. Therefore, the public has little influence on the quality and content of video programs.

f. Aesthetic Quality

A prime responsibility of a communicator is to raise the level of aesthetic quality available to audiences. The video programs available to Turkish audiences are, in the opinion of the compilers of this report, below the optimum artistic level of the average viewer. There is also a problem of cost vs. quality. In order to maintain a low enough cost to encourage sales, not enough effort is being applied to improve the aesthetic quality of the video programs.

Thus the compilers believe that video could have a very important role in satisfying the basic need for communication. However, the problem areas that the report covers have, to date, prevented video from assuming its place of importance. For the reasons discussed, we believe that video, although very popular in Turkey, has failed to meet a need of basic communication.

1.2. PURPOSE

This project proposed to look at and offer some solutions to those problems previously discussed. A principal goal was to determine if video can provide, in the future, a positive element in the mass media and thereby contribute to the satisfaction of one of the basic human needs, that of communication. The Turkish society offers a unique opportunity to study the relationship of video to human rights.

1.3. IMPORTANCE

Video, as an effective mass medium, is in wide use in Turkey. Charges have been made, especially in the press, that behavior problems have occurred in Turkey as a result of the influence on the individual from video programming. The fact that public concern has been expressed is a positive step toward calling attention to the problem. This study is the first in Turkey to focus on the problem and to begin the process of seeking a solution.

The study does not limit its scope to an examination of video regarding its importance and influence on mass media. A primary concern was to examine the

problem from the perspective of the effect on human rights of the Turkish people. Communication is seen as one of the basic freedoms, needs, and rights of a human being.

1.4. METHOD

In preparation for the study, a literature search was completed and a bibliography prepared. Inquiries were made through the distribution of a questionnaire. The results were entered in a computer and interpreted. Recommendations were made in the report on methods to address the problem areas.

Video, as the principal subject of interest in the study, is defined as the 1/2 inch video cassette on which sight and sound are recorded for distribution to home audiences. The relationship of video to other communication procedures and media was also considered a necessary part of the study.

Other aspects of the definition of video which were important to the study are:

a. Video, as physical equipment, was not the primary subject of the study.

b. Video cassettes, prepared for distribution to home audiences, have an important role in family social life and structure.

c. Video programs can have a significant effect on the personal structures and psychology of individuals and the family.

d. Consideration was given to the economic, management, and employment effects of producing, distributing, renting/selling and buying the video cassettes.

It was clear that video has the potential to influence communication with others, which has been defined as a basic human need.

SUMMARY OF THE FINAL REPORT

2.1. PLAN

A final report was prepared in Turkish on The Examination of Video as Mass Media and Its Relationship to Human Rights in Turkish Society. This paper was divided into the following subdivisions:

- Preface
- Introduction
- Abbreviations
- Section I: Video Cassette Recorders (VCR's) Used as Individual and Mass Communication Medium in Turkey
- Section II: Use of Video Cassette and Audience Relationships
- Conclusions
- Bibliography
- Enclosure

A copy of the Table of Contents of the Final Report is enclosed as Appendix A. Section I and Section II are discussed below.

Section I provides information about the growth of video cassette recorder (VCR) technnology and its use by Turkish audiences. It discusses the information obtained through review of the relevant literature. The subjects include a discussion of the criticism of television relative to video, the growth of video technology in Turkey, video clubs, and the distribution system for VCR's and video tapes. These subjects are described historically, technologically, socially and legally.

Section II reports on the empirical field research using questionnaires. The questionnaires were directed to a target audience of parents, children 15 years or older living at home, and patrons of public places where video programs are shown. The target city for the study was Eskişehir, a large agricultural/industrial city located in central Turkey.

The questionnaire obtained information on the socio-economic structure of the target population. It also sought to learn where, when, and why the target audience watched video programs and to determine which type of programs were frequently watched. In addition, the questionnaire asked about behavioral effects from watching video. The effects on children, adults, family relationships, and the relationship of the viewers to other mass media was examined. The family questionnaire tried to determine the effect playing video games had on children relative to playing other more traditional active games.

In the conclusion section of the final report, the authors summarize their interpretation of the results of the questionnaire and make recommendations for additional research. An extensive bibliography is also included in the final report and in this summary.

2.2. PROBLEM

In most societies the right to communicate is accepted as one of the most important privileges of the people. Even in societies which have different social,

economic, cultural and political orders, the right to communicate is generally protected. This right is very basic to democracy and equality in life.

In the twentieth century with the tremendous technological strides that have been made, effective mass communication techniques are extremely important. The opportunity to use mass media effectively is one of the most pressing national and international questions to be considered. Technology can be misused and exert tremendous power over the people. New techniques in communication can provide a perfect opportunity for governments or private companies to exert extraordinary influence over the public. This influence extends even into the spare time activities of listening to radio, or watching television or video programs.

In Turkey the illiteracy rate is high. The level of education is low and reading habits are poor. By using the mass medium of television and video, government authorities and video distributors reach target audiences who have little control over what they watch. In the opinion of the compilers of this study, these mass media technologies reached Turkey too easily and too fast for proper assimilation by the Turkish society.

VCR's seemingly have the capability of satisfying the need for mass communication. However the record to date, in the opinion of the authors, has been disappointing. This is a result of the inferior programming that is available for Turkish audiences. There is a phrase which applies to Turkish video. "Video has arrived in Turkey. Video is getting worse and worse every day. Let's welcome video." There are many articles that appear in newspapers that support this view.

Advertisements that encourage people to buy VCR's for home use have an effect on the Turkish economic, cultural and social structure through the introduction of the device into homes. On the surface this would seem to provide a new and exciting opportunity for mass communication. However, in actuality there is very little opportunity to choose the type of programming that is preferred for specific audiences.

Video cassette programs that are available to the Turkish viewers are selected by private distributing companies. The authors suggest that the selection is not made with consideration of the socio-economic requirements of the Turkish audience, but made on a more pragmatic basis of what is available on the international market and what will sell in Turkey. This selection process certainly limits the alternatives of the Turkish viewer.

Because of the current distribution system, this research project has focused on the use of video cassettes in home and public places. The principal purpose of the study is to discuss the role and function of video in the Turkish mass media network; and to investigate the viewing habits of the Turkish audience.

VCR's have been generally available in homes and public places since 1980. To date there has been no comprehensive study made to determine the effect of widespread viewing of video cassettes on the social, cultural, and economic habits of people. Neither has video's relationship to other forms of mass media been studied.

It is clear that this first study has some limits and deficiencies. But it is a beginning and will provide a base for future studies which we believe should follow. Future studies on this subject will be important not only in Turkey, but will be significant to anyone in the world who in concerned about the basic needs of a society to communicate.

2.3. METHOD

To bring a wide perspective to the study, two different dimensions were selected. The first dimension was a theoretical discussion of the legal aspects of the video industry in Turkey. This part of the study included a survey of five newspapers published between 1982 and 1984. In addition, other information and documents were collected from government sources.

In the second dimension of the study, the study team conducted empirical field research directed at the video cassette viewers. The target mass of the empirical study was the video audience. Because of differences in the viewing characteristics of this group, it was divided into two classes. The first class consisted of the audience that has VCR's in their home, and the second class consisted of the audience that watches video in public places.

The class who has VCR's at home was further divided into two subgroups. The first included the parents and the second comprised children 15 years or older living at home. A separate questionnaire was prepared for each of the subgroups. For the second class,people who watch video in public places, a different questionnaire was prepared. A separate questionnaire was prepared for the owners of the public places that show video programs.

Eskişehir, a city with a population of over 500,000, was chosen as the target city for the empirical research. Eskişehir was selected because of its central location in Turkey, and because it was thought that this city would reflect the general characteristics of Turkish society.

Eskişehir is an agricultural city with a developing industrial base. According to 1975 statistics, 86% of the men and 77% of the women were literate. These statistics compare to a 62% male literacy rate for all of the Turkish population. According to 1980 statistics, there were 65 primary schools and 71 high schools in the city. Eskişehir is also the site of the University of Anatolia with 15,000 resident students and 75,000 students involved in the university's distance education program which covers seven different geographical areas of Turkey. It was found that there were video clubs with a total of 4000 video cassette subscribers in the city.

The questionnaire that was prepared for the target audience addressed the following main points:

- The socio-economic level of the target audience
- Where the audience watched VCR's and video cassettes
- The time spent watching video and preferential program selection
- The behavorial differences caused by watching video
- The relationships of the viewer to other mass media
- The effect on children from the use of video games

The questionnaire was prepared in September 1984 and returned between October 1-15, 1984, by all target audiences who view video at home. These dates for completing the questionnaires were choosen because during pre-interviews with video club owners, it was learned that video cassette renting/buying becomes more intense in the last summer months.

All questionnaires were distributed to target audiences through the help of video clubs and in person. The "at home" target audience was comprised of 180 parents (87 mothers and 93 fathers) and 114 older children (40 girls and 74 boys). All of the viewers in these two groups answered the questionnaires themselves.

The second set of questionnaires was given to target audiences at six beer saloons and three cafes on October 27, 1984. These questionnaires were not completed by the viewers themselves. The interviewers asked the questions to the patrons, and wrote in the answers that were given. The total number of this target group was 125 males - 79 at the beer saloons and 46 at the cafes.

The total number of questionnaires completed by all of the target audience was 419.

2.4. RESULTS - SECTION I

Television and video was introduced into Turkey with little or no effort to prepare the Turkish audience for the most beneficial use of this media. The public was persuaded to buy VCR's by advertisements which stated that video equipment was necessary to fully utilize a color television set.

Video was introduced into the Turkish home market in 1979. Before this date, video had been used in large hotels for entertainment and in the larger shops to advertise their products. After 1980, it became very popular in homes and in the smaller public places.

Until February 1982, video imports were forbidden by the government. But then, the law was changed to allow anyone who had been abroad for more than six months to bring a video set into Turkey. Soon after, the Turkish Ministry of Industry and Technology defined the legal requirements and the Turkish video industry was established. Because Turkey was a new market, the European and the Japanese VCR and color television industry began an extensive campaign to market their products in Turkey. Advertisements in the press and on television played a very important role in creating this new market. Turkish workers returning from abroad also had an effect on the fast development of VCR media and its use.

The exact number of VCR's in Turkey is unkown. Official documents show 300,000 VCR's in use. But other sources state that this number could be more than a million sets. This conflicting information indicates that official or legal control of this media does not exist. It was determined that there were more than 3000 video clubs and 20 video production centers active in Turkey. Few of these centers have sufficient capital or technology. Most of the 20 centers had only the minimum equipment needed to transfer films on the video cassettes. There were several centers which had adequate capital and technology and were meeting most of the consumer demands. Most of the video production, duplication, and distribution functions were controlled by these centers. Very intense competition was observed between them.

The only video cassettes distributed by the private sector that contained educational content were programs for foreign language education. In addition, the University of Anatolia and some high schools were using video technology for distance education. But this use did not have widespread application. Video technology in Turkey had not yet been used effectively for home education.

A problem was also noted by the investigators in the lack of protection of the copyrights for video production and use in Turkey. Ordinarily under the copyright laws, a fee has to be paid to the owner for the use of a written script. However this has not been enforced in Turkey. Prior to the introduction of video in Turkey this same circumstance existed for the reproduction and use of film for cinema and television programs. In Turkey it is the responsibility of the owner of the written work

to protect it from violations of copyright laws. It is necessary to find and to file legal action against an offender. But it is difficult or impossible to take action against 3000 video clubs and hundreds of thousands of home video users.

Censorship is another concern of the video industry. There is censorship of the cinema industry. But no strict legal control has been brought to video productions. It is clear that if a strict censorship law was applied in Turkey, the media market could be seriously damaged.

2.4. RESULTS - SECTION II

Many of the parent targets were middle aged citizens (41.2%) and 65.5% of them were graduates of high schools (35.0%) or lycees (30.5%). The female targets' educational level, primary school graduates (24.1%) and high school graduates (35.6%), was found to be much lower than the men. The percentage of self-employed persons was 48.3% for men and 64.3% of the women were housewives. There were 3.8% of the responders who indicated that they were retired and only 3.3% considered themselves in the workers category. These results indicate that VCR's were not as affordable for workers with a low income, but were a symbol of luxury. The range of monthly incomes for the parent targets was reported to be 60,000-120,000 T. L. This represents upper middle-income families.

In 51.6% of the families there were four members and in 61.1% only one person, usually the father, was employed. Families who owned a video set also indicated that they had the following household equipment:

* A refrigerator 99.4%
* A sound recorder 93.3%
* A radio 98.3%
* A washing machine 98.3%
* An automobile 65.3%
* A vacuum sweeper 95.5%
* A house (owned) 70.0%

The educational level of the children targets between 15 and 25 years old were 34.2% graduate of a lycee, 17.0% graduate of a high school, 19.0% had a higher education. The question on employment showed that 73.6% of the children responders were not employed.

The target groups of either the parents or the youth who had a VCR at home, reported belonging to the higher income group. But most of the audience who watched video in public places (53.1% at beer saloons and 52.1% at cafes) had an income less that 50,000 TL per month. When the ages of the audiences of these public places were examined, it was found that mostly young (33.6%) and middle aged (52.0%) persons were patronizing these places. The older customers were found to participate less (14.4%) in watching video in comparison with the young and middle aged customers.

The target groups who visited the cafes were found to be paying more attention to video in comparison with the ones in the beer saloons.

The beer saloon customers were found to have a higher educational level (12.6% high school graduates) in comparison with no high school graduates among cafe customers who completed the questionnaire.

Of the public place customers interviewed, 17.7% were found in cafes during the day time, and 10.8% were found at night in the beer saloons.

The public place targets indicated that they went to the beer saloons alone, but in the cafes they went together. That was considered an important point to indicate that in beer saloons the audience watched video singly. But in cafes the audience watched video in groups.

The family group reportedly bought a VCR to watch films at home (23.3% for parents and 24.5% for children) and for entertainment (12.2% for parents and 22.8% for children). The inadequacy of Turkish television and radio programming was given as a reason for buying a VCR by 15.0% of the parents and 13.1% of the children.

Video recordings from television were made by 52.0% of the parents and 47.3% of the children. Most of these programs were recordings of foreign films being broadcast on Turkish television.

The target home audience indicated that they watch video programs of the following types:

	Parents	Children
Adventures	55.5%	73.6%
Detectives	39.4%	51.7%
Horror films	30.0%	51.7%
Turkish comedies	53.3%	43.8%

In beer saloons 50.0% of the audience stated that they like music programs or other entertainment programs. An interesting statement by the public place targets was about the interest indicated by 32.6% to watch educational programs. It was noted that they classified porno films as a type of educational program.

The answers of parents and children indicated that video was being watched in the morning and at lunch times on weekends, and in the evening during the week. It was noted that Sunday is a popular time to view video. These are the time periods when the family watches television together.

The proportion of the target audience that watches video is 97.2% of the parents, and 85.9% of the children. For the public place viewing audience 94.9% of the beer saloon patrons watched video while 100% of the cafe customers reported that they watched.

The program preference for the parent and children group was:

	Parents	Children
Serials from abroad	80.5%	70.1%
Films from abroad	75.0%	57.0%
Entertainment programs	73.8%	50.8%
News programs	69.4%	49.1%

The research team noted that television audiences spent most of their free time watching similar entertainment type programs.

The program perference for the public place audience was:

	Beer Saloons	Cafes
Serials from abroad	37.9%	41.3%
Turkish serials	32.9%	23.9%
Music & Entertainment	13.9%	39.1%
News programs	24.0%	39.1%

It seemed clear that one could expect to see some differences in the daily lives, thought patterns, and behavior of the targets since video watching had become a very important part of their lives. Although 75.0% of the target audience indicated that no difference appeared, the 30.0% which stated that there were negative results led the researchers to examine their questionnaires in further detail. Parents (32.8%) and children (24.5%) stated that the time spent playing more traditional active games decreased after the children started to play video games.

It is known that playing games has a positive role in childrens social development. Games help to make children creative in thought and activity. But extensive video watching appears to supress creativity. Games help children learn to share, to lead, to love, and to interact with other children. These activities help children prepare themselves for future social interaction. But the study found that after starting to watch video, children became socially isolated and passive noncreative consumers. In the opinion of the authors, a similar conclusion can be drawn for older children or parents.

The questionnaire also asked about the responsibility of the parents to influence the viewing habits of the children. A majority (55.0%) of the target parents stated that they paid sufficient attention to this by limiting the time for children to watch television, and preventing their children from watching every video cassette that came into the house.

The children (80.0%) stated that they watched video for entertainment during their free time. Free time is defined as the period of time left after completion of family chores and school studies. This use of free time suggests to the researchers that the youth of Turkey are allowing video watching to deprive themselves of an opportunity to spend their free time more profitably.

Video was found to have the principal function of providing passive entertainment to a large percentage of the audience who responded to the questionnaire. Interestingly, many of the target population accepted television and radio also as entertainment media. Some of the targets stated that they use newspapers as their source for news and information.

Of the parents contacted, 99.5% stated that they usually read newspapers. This percentage was 94.9% for beer saloon customers and 97.8% for cafe patrons.

The parents (32.2%) the children (32.4%) the beer saloon customers (24.0%) and cafe customers (17.3%) stated that they do not listen to the radio. The ones who do listen indicated that they listen to the radio for music programs and radio dramas.

Magazines were read by 56.0% of the parent targets. This percentage was found to total 46.4% for children. Books were read by 51.0% of the parents, 18.5% of the children, 70.8% of the beer saloon customers and 54 .3 % of the cafe custiomers. The percentage of parents (78.3%) of children (25.6%) of the beer saloon customers (29.1%) and cafe customers (30.4%) reported that they do not go to the cinema. Watching video films is considered to have replaced the need to attend the cinema.

A higher percentage of the video audience in public places reported interests in reading and listening to radio. The likely explanation for this interest is that their monthly income level was not sufficient to buy a video player. But their income was adequate to be able to afford to buy newspapers and to watch television and to listen to radio.

The parents of those who had a video game capability at home made the following statements:

- 37.5% stated that they had bought the game for entertainment
- 25.0% indicated that it was for their children's enjoyment.
- 37.5% of the parents stated that they usually use the game with their family.
- 79.2% stated that they usually use the video game for one hour per day.

The parent's opinions on the effects of video games on their children's behavior were found to be positive. The parents observed:

- The number of their children's friends increased by 12.5%.
- Their children's school success increased by 41.0%.
- Their children's interest in success increased by 20.8%.
- Their children's introversion decreased by 12.5% after they started to play video games.

The response of 20.8% of the parents indicated the they observed no difference in the behavior of their children after they began to play video games. Other parents (33.3%) did not respond with any observations regarding behavioral effects. (The statistics on behavior were drawn from the answers of 24 parents who had a video game set.)

In response to a question, 83.5% of the beer saloon customers and 76.0% of the cafe customers indicated that they would like to own a VCR. This shows a significant demand for the equipment. But 65.8% of the beer saloon customers and 63.0% of the cafe customers said that they would continue to patronize the public places even if they had a VCR at home.

2.5. CONCLUSION

In Turkey, as in many other countries throughout the world, video has become an important part of daily life. The principal reason for the popularity of video in Turkey is because it offers an alternate source of entertainment from Turkish radio and television which is operated by a goverment agency. There is no private broadcasting in Turkey.

In Turkey, Turkish Radio and Television (TRT), in the opinion of the compilers of this report, inhibits the socio-cultural growth by preventing people from gaining an awareness of their right and freedom to communicate. Serials and films shown on TRT generally are produced from abroad and rebroadcast. This results in a lack of communication, especially in the Turkish visual culture. These programs isolate people from the daily reality of Turkish life. Most programs encourage fantasy which has little redeeming value for a society whose people, as a result of their employment, generally do not tire mentally. The programs essentially provide entertainment for entertainment's sake.

In 1982, VCRs began to be manufactured in Turkey or could be legally imported. This was the beginning of the period of rapid growth in the home video market. This growth happened so quickly that video was not subjected to the same federal controls applied to television, cinema and radio. This lack of control, among other things, causes some problems with copyright law violations.

Another reason for the rapid growth of video use in Turkey comes from Turkish people working abroad. These workers often have difficulty adjusting to their new environment. Even though the government is aware of this adjustment problem, no solution has been offered. However the workers have attempted to find their own

solution. Using video had helped isolate them from their new and strange living conditions. Many bought VCR's and rented Turkish video cassettes, although watching the Turkish cassette often results in more loneliness. After the Turkish travellers completed their jobs or long term holidays, they brought their VCR's back to Turkey.

In addition to TRT, there are two other television production facilities in Turkey. Because TRT is a broadcasting monopoly, the others are known as production associations. Both produce educational TV programs. One of them is the Center for Educational Films, Radio and Television Programs (EARTEM). The other is TV Training Center (Educational TV) of the Faculty of Open Education at the University of Anatolia. Both produce programs and broadcast them through the one channel operated by TRT.

Since there is only one television channel, the viewer had little choice in selecting television programs. For audiences who seek something different from TV entertainment, VCR's provide an alternative. This is the most important reason for the growth of video in the last two years.

Another consideration is the limited time that TRT broadcasts. For example, TV programs can be watched from 19:00 to 24:00 every night. But VCR's provide the freedom to select other programs and to watch at any time one chooses.

The popularity of home video throughout most of Turkey created the establishment of video clubs. These clubs sell or rent video cassettes. The clubs provide marketing services for video entertainment. On almost every corner there seems to be a video club or a distributor to sell or rent video cassettes. One result of the wide-spread use of home video is a lack of communication between Turkish families who are at home watching video behind closed doors.

These home video experiences are not unique to Turkish society. The United States offers another example. The following is a quote from an article in Newsweek Magazine which discussed the evolution of video. "For Louis Barrere, an engineer living in San Francisco, what started as a hobby became a consuming obsession. Barrere has just bought his sixth VCR. He wore out his first five in the course of amassing 1,000 video tapes, a collection so vast that he had to build a special closet to house it." (Newsweek August, 1984: P.32)

The article predicts that in 1987 one out of every three American families will have a least one VCR. Another study also states that 14,000 video clubs managed to gross $1 billion a year and this amount is estimated to grow to $5 billion annually by 1988.

Because of the rapid growth of home video, it has become an important communication media in Turkish homes. The authors believe that it is not being used in the best way to give maximum benefit in Turkish society. Neither the educational or cultural background appears adequate to prepare the majority of the Turkish population to use the media to its optimum advantage as an educational tool. In addition, only a small number of people can afford to purchase a VCR.

The survey results indicated that the economic, educational and social level of home video owners was higher in comparison with the video audiences in public places. Most of the video audience in public places are workers and most of the video owners are self-employed. There is a significant difference in income level between tha workers and the self-employed.

Video is more expensive than television. However, its use offers the operator varied technical options. It can be operated to repeat a portion of tape; to freeze or

pause a frame; to fast forward; or to tape a program. According to the results of the survey, Turkish veiwers use VCR's in a similar way to the TV, primarily for entertainment. There is a high demand for foreign serials, comedies and magazine type programs. It was observed that the principal purpose that video is serving is to allow audiences to be entertained in their spare time.

The survey responders pointed out that they have the opportunity to select any films or programs that they want to watch. But they failed to realize that they are limited by the available alternatives. The entertainment aspect of the programming fails to encourage people to develop interests in economic and political areas. The commercial basis on which the industry was built promotes the continuation of foreign serials productions in order to create a demand for further consumers. (Kazancı 1981. P.423-424)

"...the human model created by mass culture is a model who likes or needs the contents of the message through the programs of mass media. This type of person mostly likes serials or installments of stories in newspapers or magazines. Anyway the reality is not opposite to the expectations of the mass media controllers ..... in mass culture concepts, radio, television films, newspspers ..... etc (video can be considered an addition to this list), have created their own markets. And then, they had to feed the need of this market. In this way, it started doing what demand required. This seems to be an important indication for the future of video." (Kazancı 1981. P. 425-436)

The video audiences in public places that responded to the survey, seemed to be more objective about the use of VCR's than the owners of home videos. They showed more foresight when most of them stated that VCR's, or generally video, could be more useful in education. This was one of the most important and interesting results of the study. The results of the study indicate that video and all other mass media in Turkey are omni-directional, that is, programs come from a central source and provide for little audience feedback.

".....Uses of communication media which include two-way communication have been called "community communications" or "community media".....Topics were chosen by professional communicators. This type of application is targeted towards the apparent needs and interests of the audience. But community communications should mean more than programming for special or selected groups.....Community media are adaptations of media to be used by the community, for whatever purposes the community decides. They are media to which members of the community have access for information, education, and entertainment. For this media, the community participates as planners, producers, and performers. They are the means of expression of the community, rather than for the community. Community communications describe an exchange of views and news, not a transmission from one source to another....." (Berrigan 1979. P. 8)

There is a world-wide goal of achieving horizontal communications between nations and within societies. To reach this goal, which is the democratization of the public's daily lives, community communication systems and the free flow of communication have to be realized. Many important steps have been taken worldwide in order to reach this final objective.

It is possible to see many applicatons of horizontal communications in many countries over the world by referring to Lewis's book Media for People in Cities: Community Media in the Urban Context. This UNESCO publication discusses the success or failure of the experiments of this specific communication application.

Examples of the usefulness of community media is stated as follows:

* It may satisfy an individual's need to belong to or form groups.
* It helps people produce their own messages and communicate them.
* It can encourage the growth of critical thinking.
* It discourages omni-directional communication.
* It is an opportunity for a medium to be used for discussion of solutions, for example, to agricultural problems.
* It helps people expand their points of view.
* It helps establish direct relationships between the people and the authorities to bring solutions to social problems.

Some of these applications have not been successful primarily because of economic conditions. But it is necessary to provide as many as possible of the communication opportunities as listed above. Societies or governments, if they wish to have an informed population, need to safeguard communication rights, needs and freedoms. This appears to be most important especially for the underdeveloped or developing countries.

To date, video use in Turkey has been limited to an omni-directional communication media. However, in comparison with TV or other forms of communication, it has some extra and specific qualities which would allow it to be used two-directionally. The user must acquire the knowledge and ability to use it for this purpose.

In addition, the technological potential is becoming available to turn the omni-directional application into bi-directional communications. In order to accomplish this, people have to be given the chance to gain the social consciousness to use it for this purpose. For this to be realized, communication, human rights and freedom have to be protected, supported and allowed to grow and mature.

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THE QUESTIONNAIRE

1. DISCUSSION.

The study was made according to a plan containing three main sections. The first section includes a discussion of the history and current status of video in Turkey. Subsections were: the correlation of video to other forms of mass media; the evolution of electronic media; the rapid growth of color television and the video industry; numbers of VCR's in use in Turkey; numbers of blank cassettes manufactured in Turkey; the production of video cassettes; the import and usage concepts; and the legal effects from the video explosion.

The second section was a report of the results of the empirical field research done in the form of questionnaires.

The questionnaires were designed for parents, children fifteen years or older, for video audiences at public places, for the owners of the public places (beer saloons and cafes), and for video club owners. The questions for children younger than fifteen were asked to their parents and to elder children.

The questionnaires were designed at follows:

Part 1: The target's socio-economic level.
Questions 1-11.

Part 2: The target's use of video and the time spent watching TV.
Questions 12-16.

Part 3: Types of programs usually watched.
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A copy of each of the questionnaires in English, follows this discussion.

The questionnaires prepared for the video audiences at the public places has the same purpose as the questionnaires given to parents and children. They were designed to be much shorter for ease in completing.

In addition to these questionnaires, information was also obtained from video production centers, government departments and communication authorities, such as writers about communications for periodicals. During the documentation collection studies, information was obtained from European documentation centers, communication studies institutes or similarly functioning associations.

Dear Audience,

This questionnaire is designed to obtain information about your video and other mass communication media viewing habits. Your answers will be used in scientific research. There is no possibility for your answers to be used harmfully against you.

We want to assure you that these questions do not have as a purpose the measurement of your intellectual level.

We are sure you will answer these questions sincerely.

Thank you.

1. Your sex?
   a. ( ) Male b. ( ) Female
2. Your age?
   .....
3. Your educational level?
   a. ( ) Illiterate.
   b. ( ) Not illiterate.
   c. ( ) Elementary school graduate.
   d. ( ) High school graduate.
   e. ( ) Higher education graduate. (University, academy, etc.)
   f. ( ) Other.....
4. Married or single?
   a ( ) Married b. ( ) Single.
5. Your job?
   .....
6. Your income type?
   a. ( ) Constant (salary, wage, etc)
   b. ( ) Variable.
7. How many in your family who have income producing jobs?
   .....
8. The total income for your family for one month?
   .....
9. The total number of family members?
   .....
10. The ages and educational level of your children under fifteen years old.

	Age	Educational Level
1. Child	.....	.....
2. Child	.....	.....
3. Child	.....	.....
4. Child	.....	.....
5. Child	.....	.....

11. Which of these pieces of equipment do you have at home?
    a. ( ) Refrigerator.
    b. ( ) Washing machine.
    c. ( ) Radio.
    d. ( ) Record player.

e. ( ) Car.
f. ( ) Vacuum cleaner.
g. ( ) Electric dish washer.
h. ( ) Video game set.
I. ( ) House

12. When do you watch video during the week?
.....

13. When do you watch video on weekends or holidays?
Saturday .....Sunday.....

14. How many video cassette programs do you watch per week?
a. ( ) 1 - 2.
b. ( ) 3.- 4.
c ( ) 5 - 6.
d. ( ) 7 - 8.
e. ( ) 9 or more.

15. Do you watch the same video cassette more than once?
a. ( ) Yes b. ( ) No c. ( ) Sometimes.

16. If you do, what types do you watch?
a. ( ) Turkish films.
b. ( ) Foreign films.
c. ( ) Musical programs.
d. ( ) Cartoons or animations.
e. ( ) TV serials.
f. ( ) Documentaries.
g. ( ) News programs.
h. ( ) Educational programs.
I ( ) Other.....

17. Who chooses the video programs in your family?
a. ( ) I usually do.
b ( ) My husband/wife does.
c. ( ) The children do.
d. ( ) I and my husband/wife do together.
e. ( ) Video cassette club offers.

18. If you choose yourself, what influences your choice?
a. ( ) Video magazines.
b. ( ) Newspapers.
c. ( ) Friend's recommendations.
d. ( ) Video club offers.
e. ( ) Advertisements.
f. ( ) Other.....
.....

19. Can you find every cassette or program you look for?
a ( ) Easily
b. ( ) Most of them easily.
c. ( ) Can not find most of them.
d. ( ) Can find none of them

20. Why are you unable to find them?
   a. ( ) Rental cost is too expensive.
   b. ( ) Not presently available in Turkey.
   c. ( ) Very popular with other club subscribers - not available to me.
   d. ( ) Does not exist in my club's archive.
   e. ( ) Did not pass the Turkish censor.
   f. ( ) Other.....
   .....

21. Which of the following equipment do you have at home for your use?
   a. ( ) A still camera.
   b. ( ) A super 8 film projector.
   c. ( ) A super 8 film camera.
   d. ( ) A slide projector.
   e. ( ) A video camera.

22. How did you obtain your VCR?
   a. ( ) I bought it.
   b. ( ) Won it in the lotteries.
   c. ( ) Gift from a relative.
   d. ( ) Other .....
   .....

23 If you bought it, how did you pay for it?
   a. ( ) Cash.
   b. ( ) Installment payments.

24. Where did you buy it?
   a. ( ) From an electronic equipment shop.
   b. ( ) Newspsper's marketing campaign.
   c. ( ) From aTurkish worker working abroad.
   d. ( ) From a cooperative.
   e. ( ) From a private person.
   f. ( ) Brought from a foreign country.
   g. ( ) Other .....

25. Why did you want to own a VCR?
   .....
   .....

26. How long have you had a VCR?
   .....

27. Your VCR uses which system?
   a. ( ) BETAMAX
   b. ( ) VHS
   c. ( ) Grundig 2000
   d. ( ) U-Matic

28. Please indicate your favorite video program.
a. ( ) Turkish comedies
b. ( ) Ferdi Tayfur, Orhan Gencebay, İbrahim Tatlises type films, or in other words "Arabesques".
c. ( ) Turkish musicals
d. ( ) Musical programs from abroad
e. ( ) Adventures
f. ( ) Romantic films
g. ( ) Science fiction
h. ( ) Horror films
i. ( ) Westerns
j. ( ) Detective films
k. ( ) Tai, kwando, karate films
l. ( ) Cartoons
m. ( ) Documentaries
n. ( ) News programs
o. ( ) Serials
p. ( ) Porno films
q. ( ) Educational programs
r. ( ) Sports
s. ( ) Religious programs
t. ( ) Other .....

29. Why do you like these programs?
a. ( ) Learning
b. ( ) Entertainment
c. ( ) Hearing the news
d. ( ) To forget my problems
e. ( ) Other .....

30. Why do you watch video?
a. ( ) TV is not satisfactory.
b. ( ) I can not follow artistic events on TV.
c. ( ) To occupy my free time.
d. ( ) To forget about the problems of the outer world.
e. ( ) Family can only have time together when watching TV.
f. ( ) Educates the audience by giving information and news.
g. ( ) I enjoy watching.
h. ( ) It provides another alternative to TRT TV.
i. ( ) It teaches something more than TV.

31. Please list the names of three video programs that you most like.
a. .....
b. .....
c. .....

32. Do you make your own recordings on video cassettes?
a. ( ) Yes
b. ( ) No

33. If you make recordings, what are their types?
   a. ( ) TRT programs that I plan to keep.
   b. ( ) Duplicates of other video cassettes.
   c. ( ) Recordings of special occasions (birthdays, weddings, etc).

34. How many cassettes do you have in your home archive?
   .....

35. What kind of recordings do you keep on those cassettes?
   .....
   .....

<u>After starting to watch video.</u>

36. The time I spend on home studies.
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

37. The time I share with my family.
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

38. My relationships with my friends.
   a ( ) More
   b ( ) Less
   c. ( ) No difference

39. Family's visits to the neighbors.
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

40. Neighbor's visits to us.
   a. ( ) More
   b. ( ) Less
   c ( ) No difference

41. My prestige among friends.
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

42 My drinking habits.
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

43. I sleep.
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

44. Time for sleeping.
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

45. Time for family entertainment.
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

46. Time for homework (for older children).
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

47. Time spent for social and cultural activities.
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

48 Interest in sports.
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

49. What differences occured in your daily life after starting to watch video? (Other than questions 36-48).

.....

.....

.....

50. Parents, did the study time for your younger children lessen?
   a. ( ) Yes
   b. ( ) No

51. Did the younger children's desire to play outside lessen?
   a. ( ) Yes
   b. ( ) No

52. How did the younger children's behavior change after starting to watch video?
   a. ( ) Number of friends increased.
   b. ( ) Number of friends decreased.
   c. ( ) Success at school improved.
   d. ( ) Success at school lessened.

e. ( ) Time spent on reading increased.
f. ( ) Time spent on reading decreased.
g. ( ) More desire to participate in games.
h. ( ) Less desire to participate in games.
i. ( ) Became closer to their families in their behavior.
J. ( ) Became less close to their families in their behavior.
k. ( ) Aggressive responses increased.
l. ( ) Aggressive reaponses decreased.
m. ( ) Wish to succeed increased.
n. ( ) Wish to succeed decreased.
o. ( ) Interests in technology increased.
p. ( ) Interests in technology decreased.
q. ( ) Generally negative behavior increased.
r. ( ) Generally negative behavior decreased.
s. ( ) No difference occured.

53. Older children, what differences appeared in your parents behaviors after they started watching video?

.....
.....
.....

54. Are you generally satisfied with the quality of sound and picture of the video cassettes that you have watched?
a. ( ) Yes
b. ( ) No

55. Please note video club services with which you are satisfied.

.....
.....

56. Please note video club services with which you are dissatisfied.

.....
.....

57. What extra services do you expect from your video club?

.....
.....

58. In general, how many family members watch video together?

.....

59. Do you watch every video cassette that is brought home?
a. ( ) Yes
b. ( ) No

60. Does anyone limit your time for watching video?
   a. ( ) Yes
   b. ( ) No

61. Are there video cassettes that you are not allowed to watch?
   a. ( ) Yes
   b. ( ) No

62. If yes, why?
   .....
   .....
   .....

63. Do you watch television?
   a. ( ) Yes
   b. ( ) No

64. If yes, which kind of programs do you generally watch?
   a. ( ) Turkish films
   b. ( ) Films from abroad
   c. ( ) News
   d. ( ) Turkish serials
   e. ( ) Serials from abroad
   f. ( ) Entertainment
   g. ( ) Exhibitions
   h. ( ) Sports
   i. ( ) Agricultural programs
   j. ( ) Advertisement
   k. ( ) Cartoons (animations)
   l. ( ) Programs for children
   m. ( ) News programs
   n. ( ) Religious programs
   o. ( ) Educational programs
   p. ( ) Teaching programs (foreign language, etc.)
   q. ( ) Documentaries
   r. ( ) Weather forecasts
   s. ( ) Other .....
   .....

65. What is your reason for watching television?
   a. ( ) Spending free time
   b. ( ) Hearing the news
   c. ( ) Enjoying myself
   d. ( ) Forgetting about loneliness
   e. ( ) Other .....
   .....

66. Please note three radio programs that you like.
1. .....
2. .....
3. .....

67 Do you listen to the radio?
a. ( ) Yes
b. ( ) No
(If you have checked "a.", please proceed to question 69)

68. Why do you listen to the radio?
a. ( ) Spending free time
b. ( ) Hearing the news
c. ( ) Learning something
d. ( ) Enjoying myself
e. ( ) Forgetting about loneliness
f. ( ) Other.....
.....

69. How many times in one month do you go to the cinema"
a. ( ) I do not go to the cinema.
b. ( ) 1 time
c. ( ) 2 times
d. ( ) 3 times
e. ( ) 4 times or more

70. Which newspapers do you read?
a. ( ) I do not read newspapers.
b. ( ) Hürriyet
c. ( ) Günaydın
d. ( ) Milliyet
e. ( ) Güneş
f. ( ) Tercüman
g. ( ) Cumhuriyet
h. ( ) Bulvar
i. ( ) Tan
j. ( ) Other .....
.....

71. Why do you read newspapers?
   a. ( ) Passing time
   b. ( ) Learning about news
   c. ( ) Learning something
   d. ( ) Enjoying myself
   e. ( ) For newspaper coupons
   f. ( ) For sentimental stories
   g. ( ) Other .....

72. Do you read about video in the newspapers?
   a. ( ) Yes
   b. ( ) No

73. Which magazines do you read periodically?
   a. ( ) I do not read magazines.
   b. ( ) .....
   c. ( ) .....
   d. ( ) .....

74. Do you follow the video magazines?
   a. ( ) Yes
   b ( ) No

75. If yes, why?
   .....
   .....

76. If no, why?
   .....
   .....

77. How many books do you normally read in one month?
   a. ( ) I do not read any books.
   b. ( ) I
   c. ( ) 2
   d. ( ) 3
   e. ( ) 4 or more

78. How did video affect your watching television?
   a. ( ) More
   b. ( ) Less
   c. ( ) No difference

79.How did video affect your listening to radio?
a. ( ) More
b. ( ) Less
c. ( ) No difference

80. How did video affect your attending cinema?
a. ( ) More
b. ( ) Less
c. ( ) No difference

81. How did video affect your reading newspapers?
a ( ) More
b. ( ) Less
c. ( ) No difference

82. How did video affect your reading periodicals?
a. ( ) More
b. ( ) Less
c. ( ) No difference

83. How did video affect your reading books?
a. ( ) More
b. ( ) Less
c. ( ) No difference

84. Do you have cassettes to play video games at home?
a. ( ) Yes
b. ( ) No

<u>If your answer is yes, go on to question 88. If your answer is no, stop answering after question 87.</u>

85. If your answer is no, would you like to own one?
a. ( ) Yes
b. ( ) No

86. Why do you want to own a video game set?

.....

.....

87. Why do you not want to own a video game set?

.....

.....

88. Why do you own a video game set at home?

.....

.....

89. Who usually uses the video game set?

.....

90. About how many hours a day is the video game set used?

a. ( ) 1 hour
b. ( ) 2 hours
c. ( ) 3 hours
d. ( ) 4 or more hours

91. Which differences occured in younger children's behavior after there was a video game set in the home?

a. ( ) More friends
b. ( ) Fewer friends
c. ( ) School success improved
d. ( ) School success lessened
e. ( ) Spent more time reading
f. ( ) Spent less time reading
g. ( ) More participation in games
h. ( ) Less participation in games
i. ( ) Closer to the family in behavior
j. ( ) Less close to the family
k. ( ) Aggressive responses increased
l. ( ) Aggressive responses decreased
m. ( ) Desire to succeed increased
n. ( ) Desire to succeed decreased
o. ( ) Interests in technology increased
p. ( ) Interests in technology decreased
q. ( ) Negative behavior increased
r. ( ) Negative behavior decreased
s. ( ) No differences occured

THANK YOU FOR ANSWERING THIS QUESTIONNAIRE.

3. THE QUESTIONNAIRE FOR PUBLIC PLACE CUSTOMERS.

1. Your age: .....

2. Married or single:
   a. ( ) Married
   b. ( ) Single

3. Your educational level:
   a. ( ) Illiterate
   b. ( ) Can read and write
   c. ( ) Primary school graduate
   d. ( ) Lycee graduate
   e. ( ) High school graduate
   f. ( ) Other: .....

4. Your job: .....

5. Your monthly income: .....

6. Your frequency in coming here: .....

7. How long do you stay when you come here? (day/night)
   a. During the week: .....hours
   b. On Saturdays: .....hours
   c. On Sundays: .....hours

8. Do you watch video when you come here?
   a. ( ) Watch continuously
   b. ( ) Watch occasionally
   c. ( ) Sit where can not watch video at all
   d. ( ) Other: .....

9. Why do you come here?
   a. ( ) To watch video
   b. ( ) Through habit
   c. ( ) To be with friends
   d. ( ) To enjoy other facilities besides video
   e. ( ) Other: .....

10. What kinds of video programs are shown here usually?
    .....
    .....

11. What kinds of programs do you like most?
    .....
    .....

12. What kinds of video programs would you like to watch here?
    .....

.....

13. Do the owners change the video cassettes frequently?

.....

14. Are you satisfied with the video cassettes shown here?
    a. ( ) Yes
    b. ( ) No

15. If you are satisfied, why?

.....

.....

16. If you are not satisfied, why?

.....

.....

17. Do you like to watch video?
    a. ( ) Yes
    b. ( ) No

18. Why?

.....

.....

19. In your opinion, is video a useful tool?
    a. ( ) Yes
    b. ( ) No

20. If it is useful, what are its uses?

.....

.....

21. In your opinion, is video a harmful tool?
    a. ( ) Yes
    b. ( ) No

22 If it is harmful, how is it harmful?

.....

.....

23. Would you like to own a VCR?
    a. ( ) Yes
    b. ( ) No

24 Why?

.....

.....

    a. ( ) Yes
    b. ( ) No

25. Would you come here again if you had a VCR at home?
    a. ( ) Yes
    b. ( ) No

26. Why?
    .....
    .....

27. What about other mass media?
    A. Do you go to the cinema?
        a. ( ) Yes
        b. ( ) No
        c. How often do you attend? .....
        d. What types of films do you like?
        .....
    B. Do you watch television?
        a. ( ) Yes
        b. ( ) No
        c How much do you watch? .....
        d. What types of programs do you like?
        .....
    C. Do you read newspapers?
        a. ( ) Yes
        b. ( ) No
        c. How often do you read a newspaper? .....
        d. Which newspapers do you read?
        .....
    D. Do you listen to the radio?
        a. ( ) Yes
        b. ( ) No
        c. How much do you listen to the radio? .....
        d. What types of radio programs do you like?
        .....
    E. Do you read books?
        a. ( ) Yes
        b. ( ) No
        c. How often do you read a book? .....
        d. What types of books do you like to read?
        .....

28. Does the time that you spend here help you to accomplish the activities listed in question 27?
    a. ( ) Yes
    b. ( ) No

29. How?
    .....
    .....

4. THE QUESTIONNAIRES FOR THE OWNERS OF PUBLIC PLACES

1. When do you turn on your video set each day?
2. Approximately how many video cassettes do you show each week?
3. Which kinds of video cassettes or programs do you usually show?
4. Why did you buy a VCR for your place?
5. How many years have you had a VCR?
6. Do you have any video cassette programs of your own?
7. Do you use the television screen for viewing both video and television?
8. Which television programs do you show instead of video.
9. Did you notice an increase in the number of your customers after you started showing video programs?

THANK YOU FOR YOUR KINDNESS IN ANSWERING THE QUESTIONS.

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